

University of Southern California
Rossier School of Education
Differentiated Curriculum and Pedagogy for Gifted and High Ability Students
EDUC 530

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Introduction and Purposes

While the major goal of the course is to recognize and nurture the talent and potential of gifted and high ability students, a concomitant goal of the course is to address how gifted education can provide the “spill-over effect,” or the means by which the tenets of gifted education can be generalized to affect the education of all students. The issue of the isolation versus impact of gifted education on general education is an ever-present concern. Differentiation of curriculum and pedagogy or instruction for gifted students provides the foundation for understanding what could constitute academic rigor, challenge, and advanced learning for ALL learners. The multiple elements and models proposed to design and implement differentiated curriculum and differentiated pedagogy will be emphasized to determine the answers to these questions: (a) What constitutes differentiated curriculum and instruction?, (b) How are differentiated curriculum and instruction developed and implemented?, and (c) How are differentiated and the regular or core curriculum and instruction related? and (d) How can differentiation be supported by all members of the teaching/learning community: parents, caregivers, educators, gifted students, etc? Acquiring the knowledge and the skills needed to articulate and design the progression from a regular or basic to a differentiated to an individualized curriculum is a primary outcome of this course.

Course Overview

This course provides participants with the understandings and competencies needed to design and implement differentiated curriculum and pedagogy for gifted students and subsequently, stresses how to modify differentiated curriculum and pedagogy so it is appropriately responsive to gifted students of academic, linguistic, cultural, and economic diversity. The course will include the theories and practices related to: (a) the characteristics of giftedness and their definitions and redefinitions over time due to formal and informal identification instruments and procedures, (b) goals and objectives of differentiation in order to modify, adapt, and design appropriate curriculum reflective of the needs, abilities, and interests of gifted learners, (c) pedagogical practices that underscore the characteristics that distinguish gifted learners in order to develop their skills and content-based knowledge to perform in accordance with recognized potential and proclivities, and (d) programs or services that can be developed to serve gifted students within the classroom, school, district, and state. The development of teachers’ competencies to support, enrich, and extend the potential of the gifted and high ability learner is a major outcome of the course, the emphasis of the “teacher as curriculum developer” and the teacher as a “content pedagogical practitioner” Are anticipated course outcomes.

Problems of Practice

- There is a lack of understanding that practicing social justice in education must also include recognizing and attending to the gifted and high ability students so they have equity and access to an appropriate education.
- Teachers need the curriculum and pedagogical understandings and competencies to generalize high expectations for academic rigor to all students.
- Contemporary emphasis on prescriptive curriculum, pacing charts, standardized test scores, and closing the achievement gap has dissipated curricular and pedagogical recognition and responsiveness to the gifted.
- “Academic prejudice” is as prevalent as social, economic, and ethnic prejudice.
- There is an achievement gap noted in the group as gifted students.
- Teachers believe that gifted students are a homogeneous group that will succeed without academic, personal, or social individualized interventions.

Course Objectives

1. Develop an understanding of the relationship of intellectualism to the development of gifted students and their needs.
2. Define and substantiate the general and specific areas that are recognized to define differentiation for the curriculum: Acceleration, Depth, Complexity, Novelty (CDE, 2005), and articulate the specific dimensions or elements outlined in each of the areas of differentiation defined by national and state standards for the gifted.
3. Define the range of specific instructional strategies and pedagogical practices aligned to the needs, interests, and abilities of gifted students (critical/creative thinking, problem solving, art of argumentation, inquiry, Socratic dialogue, independent study, etc) and develop a repertoire of pedagogical practices or models of teaching (inquiry, problem-based learning, role playing, simulation, etc).
4. Relate the fundamental Common Core, state, district and/or specialized content standards of the basic disciplines to the elements of differentiated curriculum objectives inclusive of: thinking skills, content, resources, and product(s).
5. Discuss how the tenets of differentiated curriculum and pedagogy reinforce the concepts of potential, ability, proclivity as well as the interests and needs of gifted students and their non-gifted peers. Consider how differentiation promote expertise and/or wisdom.
6. Develop the understandings and competencies needed to generalize differentiated curriculum and pedagogy designed for gifted students to all students.

Candidates will develop these competencies:

- Critically analyze and instantiate mandated curricula to the needs of learners, community and society.
- Making subject matter comprehensible to students.
- Differentiate between traditional or seminal and contemporary perceptions of learning and teaching social studies.
- Define multiple and varied curricular and pedagogical strategies, procedures, and processes to mediate all subject matter disciplinary learning.
- Provide for differences among gifted learners.
- Develop professionalism to defend and support diverse gifted students.
- Comprehend Common Core standards and 21st Century Skills and their relationship to differentiated curriculum and instruction.
- Implement curriculum and pedagogical practices with the knowledge of their relationship to specific connections within, between, and across disciplines.
- Relate the appropriateness of the selection of pedagogical strategies to the learners and goals of the curriculum and the context in which the curriculum and instruction are to be implemented.
- Acknowledge the variability of experiences students bring and can be used to develop potential and ignite talent and/or aptitude.

Course Requirements: Also refer to the Unit Overview for assignment due dates and grading

1. *Readings:* The course requires readings from two textbooks that introduce and describe the range of differentiated curricular, pedagogical practices, and programmatic services developed and implemented to meet the needs and interests of gifted students of economic, academic, linguistic, and cultural diversity. In addition, there is a Course Reader with specific articles to compliment the various units of study.
2. *Curriculum Development and Implementation (Fieldwork Practicum):* This course does not include traditional fieldwork. However, in this course there are assignments that could be implemented with gifted and non-gifted students in a variety of self-selected ways: (a) meeting with colleagues taking the course, (2) meeting with peers in your cohort, (c) assembling a group of students with parental permission, (d) requesting to conduct a lesson with a small group of students within a classroom during the school day or in an afterschool program, and (e) identifying a community-based venue such as the YMCA, Boys and Girls Club.
3. *Videos:* The videos for the course are of two types: teaching videos and actual classroom examples of differentiated curriculum and pedagogy. They will be analyzed and discussed in

different patterns: before, during, and after class.

4. *Learning Activities:* The Learning Activities include specific in-class and on-line experiences, such as the virtual classroom and response-sheets and templates that facilitate practicing and reflecting on various curriculum and pedagogical practices.
5. *Class Time:* There are two facets to Class Time: “Before and During.” “Before” Class Time includes readings, viewing of videos, and learning activities that serve to prepare the student to actively engage in class discussions, participate as one who questions, and attend class with readiness for new and different points of view about the unit topics under study.
6. *Gifted Certificate Requirements:*

All assignments are graded Credit/No Credit and are to be turned in upon completion of 529 and 530.

A. Problem of Practice – Teacher Misperceptions

Background: There is sufficient evidence to support the concept that teachers often make assumptions about gifted students that are predicated on myth rather than reality: Gifted students can learn on their own; gifted students are arrogant and self-sufficient; gifted students have no friends.

Assignment: Develop and administer a plan to be conducted within the context of the school to formally and/or informally change the perceptions of teachers about gifted students. Apply research-based information and teacher-defined experiences to draft the plan. Implement the plan. Summarize the findings from the plan and discuss the implications of these findings for other contexts such as professional development, faculty meetings, etc.

B. Problem of Practice – Identification

Background: The concept of identification is fraught with varied issues that range from instrumentation to interpretation. The identification of students of economic, linguistic, cultural and academic diversity represent a major issue in gifted education and also is an issue that is investigated consistently in schools and the literature.

Assignment: Conduct a survey to determine how teachers perceive the identification of giftedness with regard to students of diversity. Research the most contemporary information on the subject of identifying diverse gifted students. Prepare an informational bulletin, faculty meeting and/or professional development session that could be used to introduce and reinforce purposes and procedures to identify diverse gifted students.

C. Problem of Practice – Teacher Preparation

Background: One of the original concepts discussed in the literature regarding teachers assigned to teach gifted students was the statement: Gifted teachers should teach gifted students.

Importantly, the concept of a “gifted teacher” could be described in many different ways.

Assignment: Research the NAGC Standards (National Association for Gifted Students) related to professional development and the competencies required of teachers of the gifted. Augment the reading of the standards with other resources. Design and implement a professional development session or series of sessions that introduce and develop some or all of the competencies required to teach gifted students. Design an instrument to determine the degree to which the professional development experience(s) were successful.

D. Problem of Practice - Student Advocacy

Background: All students need to develop the skills that facilitate their abilities to advocate on their own behalf. For example, advocacy skills are needed for a student's accommodations to a variety of teaching / learning issues. Some parents and educators believe that advocacy is the responsibility of the adults; however, the literature supports the concept that students' be included in advocacy efforts.

Assignment: Identify an issue or set of issues that will require the advocacy skills of gifted students. Prepare and implement a curriculum/program (a series of lessons and/or meetings) that teach gifted students the skills of advocacy. Instruct students to maintain a journal of their advocacy efforts. Review the students' journals and synthesize findings from the journal entries that reveal the success of the curriculum/program and amendments that would be made to improve the curriculum/program to attain the goals of teaching gifted students how to advocate on their own behalf.

TEXTBOOKS AND OTHER MATERIALS

Kaplan, S.N., Guzman, I. & Tomlinson, C.A. (2009). *Using the parallel curriculum model in urban settings grades K-8*. Thousand Oaks, CA: Corwin Press.

Ed. Renzulli, J.S., Gubbins, E.J., McMullen, K.S., Eckert, R.D., & Little, C.A. (2009). *Systems & models for developing programs for the gifted and talented: second edition*. Mansfield Center, CT: Creative Learning Press, Inc.

Course Reader – Compilation of articles organized by themes corresponding to units within the course.

Academic Accommodations

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to your instructor of record as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-7766.

Incompletes

IN – incomplete (work not completed because of documented illness or some other emergency. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); **IX** – lapsed incomplete.

Conditions for Removing a Grade of Incomplete. If an IN is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the

course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time Limit for Removal of an Incomplete. One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered “lapsed,” the grade is changed to an “IX” and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

Academic Integrity

SCampus, the USC student guidebook contains the Student Conduct Code and information on Academic Integrity. It is the student’s responsibility to be familiar with and abide by these guidelines, which are found at <http://www.usc.edu/student-affairs/SJACS/docs/GradIntegrity.pdf>. A summary of behaviors violating University standards can be also found at: <http://www.usc.edu/dept/publications/SCAMPUS/gov/behavior.html>.

Distance Learning:

This course is offered both on-line and on campus. The activities, expectations and requirements are identical between the two versions. The on-line course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur out-of-class/asynchronously. All students will be required to complete assignments on-line, in the field and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

Level of technical competence expected of students: By this point in the program, the student level of technical competence should include basic knowledge of the Internet and they should have an account on at least one site which allows people to interact with one another (Facebook, Myspace, etc.). Basic tasks will include posting attachments, posting and replying in forums, uploading assignments including video clips (though the mechanics of this will be taught), and participation in Adobe Connect Pro virtual discussions. In addition, to complete assignments and access course documents, students should have some familiarity with Microsoft Word, Power Point, Excel, and basic Internet surfing.

Students will have ongoing access to the instructor and fellow classmates throughout the course. Through the course News and Events Wall, e-mails, course calendars, and Forums, the instructor will maintain ongoing communication with students. These tools also provide students a variety of ways to contact the instructor, share their ideas, comments, and questions through private and public means. In addition, students will be made aware of real-time Office Hours to engage in discussions with the instructor. The News and Events Wall provides a place for the instructor to share new information and new postings. Due dates will automatically appear on a student’s homepage as well and calendar.

Email and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the weekdays. The course calendar will be posted at the start of the course with all assignment due dates and real-time "Office Hours" chats.

Using the Feedback button, student's comments, or concerns may be submitted at any time during the duration of the course. Feedback is checked daily.

The News and Events Wall will be the primary location for students to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course but, at any point, a professor may add additional optional material. All links and attachments will be checked weekly for updates.

Standards of appropriate online behavior:

The protocols defined by the USC Student Conduct Code will be upheld in distance classes. Students are not allowed to post inappropriate material, SPAM to the class, use offensive language or engage in online flaming. For more information, please visit ["http://www.usc.edu/student-affairs/SJACS/"](http://www.usc.edu/student-affairs/SJACS/)

In the event of technical breakdowns:

Students may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post assignments once completed, load files onto a power drive, and keep a hard copy of papers/projects.

Unit Overview

All readings must be completed prior to each class time session.

| Start Date | Unit # | Assignments | Point Value |
|------------|---|---|-------------|
| Week 1 | Unit 1: Differentiated Curriculum and Pedagogy: Relationships to Gifted & High Ability Students | Critically analyze a standards-based curriculum to identify areas of differentiation in any subject area for gifted students and to consider modifications needed to align the curriculum with differentiated goals to objectives and needs of gifted learners. | 15 points |
| Weeks 2-4 | Unit 2: Introduction to the Prompts of Depth & Complexity: Modifying Content Standards to Attain Higher Levels of Knowing | Introduce Depth and Complexity and the Scope and Sequence of using Depth and Complexity Describe and justify where Depth and Complexity integrates into the Grid or the Parallel Curriculum Model. | 20 points |

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|-------------------|---|--|-----------|
| | | Redesign a lesson integrating depth and complexity and/or design a lesson using depth and complexity. | |
| Weeks 5-6 | Unit 3: Fostering the Skills of Critical Analysis, Creativity, and Problem Solving Across the Disciplines | <p>Introduce the steps of creative problem solving as related to scientific problem solving.</p> <p>Select a lesson (or set of lessons) from the teachers' guide. Redesign the lesson to incorporate critical, creative, and problem solving skills.</p> | 20 points |
| Week 7 | Unit 4: Understanding the Nature of the Discipline | Review the templates for several pedagogical practices. Use one template to create a lesson plan that includes Thinking Like a Disciplinarian. | 30 points |
| Weeks 8-9 | Unit 5: 8 Approaches to Curriculum: A Unit of Study Approach to Differentiated Curriculum | Develop a "8 Approaches to Curriculum" unit of study to be implemented in a classroom to all learners. | 40 points |
| Week 10 | Unit 6: Advanced Reading Strategies | Integrate a set of advanced reading strategies into an elementary and/or secondary core curriculum assignment. | 15 points |
| Weeks 11-12 | Unit 7: Differentiated Pedagogy | Use the same objective to design two different pedagogical practices. Justify as to why one pedagogical practice has more relevance than another. | 20 points |
| Weeks 13-14 | Unit 8: Learning-to-Learn | Design an Independent Study with gifted and non-gifted students in the classroom. Describe how an Independent Study can be an integral feature of regular classroom teaching. | 20 points |
| Week 15 | Unit 9: Relationship of Products to Realizing Potential and Assessment | Conduct a discussion with students about how to select and align a product. Discuss the relationship between student selection of a product and student giftedness. | 20 points |
| Total: 200 points | | | |

Grading

All noted assignments are due the week they are listed. Each week begins on Monday and ends on the following Sunday. With the exception of Class Time, you may post your assignments at any time during the week they are assigned unless otherwise specified and must be submitted no later than the end of the assigned week on Sundays. No late assignments will be accepted unless prior permission is granted by your instructor.

MAT Late Policy

1. Late assignments will be accepted **only** with the professor's advance permission **and** under limited circumstances.
2. Each professor will determine what constitutes sufficient advance permission and acceptable circumstances:
 - a. Sufficient advance notice may range from 36 hours to 2 hours to the due date and time of the assignment.
 - b. Acceptable circumstances do NOT include personal holidays, celebrations, and/or vacations OR scheduling conflicts/over-commitments including work and child-care.
3. Late papers submitted with advance permission will not be docked points. If advance permission has not been granted, late papers will not receive full credit.

Self-Assessment Rubric: All assignments must include the Self-Assessment Rubric located in the ToolBox.

A = 200-190
A- = 189-180
B+ = 179-170
B = 169-160
B- = 159-150
C+ = 149-140
C = 139-130
C- = 129-120
D+ = 119-110
D = 109-100
D- = 99-80

Unit 1

Week 1

Differentiated Curriculum and Pedagogy: Their Relationships to Gifted & High Ability Students

INTRODUCTION

This unit introduces the concepts of differentiated curriculum from past to present. The purpose of understanding the historical evolution of differentiated curriculum is fundamental to become both a critical consumer and producer of the curriculum appropriate for gifted and high-ability learners. The range of goals and objectives that constitute a differentiated curriculum will be explored and assessed with specific emphasis on their relationship to gifted students of diversity. The outcome or ends derived for gifted students from a differentiated curriculum will be discussed and debated (scholar, leaders, intellectuals, inventors, etc).

Problems of Practice

- Teachers have become accustomed to the use of predetermined or prescribed curriculum without being assisted to understand why and how a specific curriculum can be differentiated or individualized to accommodate the diverse needs of gifted students.
- Teachers have not acquired the understanding of various curriculum models and the elements within the curriculum that can and should be modified and/or adapted to meet the differentiated specific needs of gifted and high ability learners.
- Teachers have become adept at using rather than redesigning or designing curriculum.

LEARNING OUTCOMES/OBJECTIVE

- Discover the nature and ramifications of the characteristics that distinguish giftedness and how these characteristics manifest themselves in different contexts.
- Review state laws relating to identification and services for the gifted/talented.
- Distinguish between gifted, talented and high ability students.
- Define the consequences and contributions of developing expertise, intellectualism, and wisdom as a feature and outcome of a differentiated curriculum.
- Relate effort, interest, and abilities to achieve academic success and how these elements are expressed as components of learning theories and philosophies governing gifted education and a differentiated curriculum.
- Analyze different theories of differentiation (Tomlinson, Renzulli, Van-Tassel-Basca, Kaplan, Ward, Tannenbaum) to identify common, different, and unique elements of a differentiated curriculum and how and why these elements change or remain static over time.

- Relate theories of identification to standards: Common Core and STEM Standards, and 21st Skills.
- Distinguish between curriculum and differentiated instruction.

READINGS & MATERIALS

Course Reader: Self-Selection of an article

Systems & Models – Chapter 7: The Differentiated Model of Giftedness and Talent

The Parallel Curriculum Model in the Urban Setting – Introduction pages 1-13

Assignment 1.1

- **Before class** view one of the following films. These films are available through various commercial outlets.
 - Little Man Tate
 - Matilda
 - Searching for Bobby Fisher
 - Billy Elliott
 - Good Will Hunting
 - Gifted
- Develop a profile of a gifted/talented student from viewing the movie and bring the profile to class. Use the outline in the ToolBox to create the profile.
- Be prepared to define HOW and WHY the character(s) in your profile needs a differentiated curriculum.

Class Time Week 1

- Be prepared to discuss the relationship of the characteristics of giftedness to cultural, linguistic, economic, and academic diversity.
- During class time, examine the multiple points of view that define the need and purpose of a differentiated curriculum according to as content acquisition, skill mastery, resources, and product expression and affective and social needs of gifted students. Learn how to structure a differentiated objective.
- Discuss why some elements comprising the concept of differentiation are consistently addressed by different theorists.

Assignment 1.3

Critically analyze a standards based curriculum to identify the areas that can and should be modified to meet the needs of gifted and high-ability learners. Relate the elements of differentiation to the characteristics of giftedness/talent and to a selected model of differentiation. Write a rationale to substantiate the differentiation and its match to the characteristics of giftedness. Use the rubric in the ToolBox to guide your thinking and assessment.

Grade – 15 points

Due: Thursday, January 18, midnight

Unit 2

Weeks 2-4

Introduction to the Prompts of Depth & Complexity: Modifying Content Standards to Attain Higher Levels of Knowing

INTRODUCTION

This unit emphasizes the key words that have been identified with the study of the disciplines and the development of expertise. These key words are prompts to facilitate learning content with greater Depth and Complexity. The prompts of Depth and Complexity are identified in the California GATE Standards (CDE 2005) and have been generalized as a strategy to access and assimilate content at a sophisticated level of comprehension.

Problems of Practice

- Teachers believe that greater depth and complexity is correlated to harder and/or the quantity of work assigned to gifted students.
- Teachers need to understand that the prompts of depth and complexity can be generalized across the disciplines and have relevance for ALL learners.

LEARNING OUTCOMES/OBJECTIVE

- Recognize the relationship of Depth and Complexity to the attainment of expertise within, between, and across disciplines.
- Use the prompts of Depth and Complexity as catalysts for inquiry and independent study: language of the discipline, details, patterns, trends, unanswered questions, rules, ethics, big ideas, overtime, perspectives, interdisciplinarity.
- Relate the prompts of Depth and Complexity to key-word to seek comprehension of the topic or theme (reason, condition, value, and significance) to the Content Imperatives (parallel, contributions, convergence, paradox, origin).
- Formulate convergent (closed) and divergent (open) questions and/or task statements using the prompts of Depth and Complexity.
- Apply the scope and sequence of using Depth and Complexity: single concepts, sets, intersections, and pathways.
- Relate different facets of content (facts, concepts and big ideas) to prompts of Depth and Complexity.

READINGS & MATERIALS

Course Reader: Self-selection of an article

Systems & Models – Chapter 10: The Grid: A Model to Construct Differentiated Curriculum for the Gifted (Renzulli, et al.)

Parallel Curriculum Model in the Urban Setting – Introduction pages 14-18 (Kaplan et al.)

Class Time Week 2

- Introduce the research findings regarding the teaching and learning of the prompts of Depth and Complexity.
- Discuss the multiple means by which the prompts of Depth and Complexity can be presented/introduced to students across the disciplines after reviewing the Depth/Complexity PowerPoint.
- Demonstrate the scope and sequence to teach Depth and Complexity: singles, sets, intersections, and pathways.
- Reinforce the Content Imperatives and their relationship to the prompts of Depth and Complexity.
- Discuss the relationship between the Grid and Parallel Curriculum Models to design and implement differentiation. Note similarities and differences between the features of the models using the PowerPoint slides to demonstrate/outline the elements of each model.

ASSIGNMENT 2.2

A. Describe where in the Grid or the Parallel Curriculum Model the prompts of Depth and Complexity can be integrated into the model. Justify the relevance of the use of the Depth and Complexity prompts within the model.

Grade: 20 points

Due: Thursday, February 8, midnight

Unit 3

Weeks 5-6

Fostering the Skills of Critical Thinking, Creativity, and Problem Solving Across the Disciplines

INTRODUCTION

This unit emphasizes the importance of introducing thinking skills that serve as a catalyst to develop higher levels of mental operations and cognitive processing. The relevance of these skills to stimulate critical and creative thinkers is replete in the contemporary literature. The relationship of these skill sets to meet 21st Century and college readiness standards will be illustrated. Importantly, the association between a taxonomic approach to various types of thinking skills and other theories to organize skill sets will be presented.

Problems of Practice

- Teachers believe that higher levels of thinking are developmentally appropriate and correlated to student age and levels of readiness and ability.
- Standardized tests emphasize basic skills; therefore, other skill sets are discounted as important to integrate into the curriculum.
- Textbooks emphasize basic skills and often ignore higher level thinking skills or relegate these skills to “extra work” or enrichment activities.

LEARNING OUTCOMES/OBJECTIVES

- Develop the relationship between basic skills and higher level thinking skills by forming skill clusters: giving dominance to higher level skills and using the skills of critical and creative thinking to reinforce the basic skills.
- Extend knowledge of critical thinking by introducing seminal and contemporary theories: Ennis, Paul, and Marzano.
- Relate the skills of critical thinking to the art of argumentation, debate, and Socratic Dialogue.
- Introduce “Creative Problem Solving” (Treffinger, Feldhusen & Torrance), the concept of “flow,” skills of fluency, flexibility, originality, and elaboration (Schiller and Renzulli) and SCAMPER (Eberle).
- Define how creativity is dependent on the environmental context, social relationships, and personal and affective readiness by analyzing the demands of creativity as both a process and product.
- Describe the relationship of creativity to pedagogy practices: Synectics, role-playing, inquiry and activity-based curricula.
- Relate creative and critical thinking to problem solving and decision-making.

READINGS & MATERIALS

Systems & Models – Chapter 8: Problem-Based Learning

Parallel Curriculum Model – pages 47-61

Class Time

- Discuss the development of a creative producer, innovator, or leader as it relates to developing creativity in gifted students. Identify the environmental, social, and personal factors that inhibit and facilitate creative expression.
- Relate the development of creative, critical, and problem solving skills to each other.
- Demonstrate how critical thinking skills are correlated to the Common Core Standards.
- Engage in a simulation of critical and creative thinking by using “junk.” The junk object will become the basis for integrating creative thinking skills into the curriculum and introducing critical thinking and independent study. Discuss the needs and interest-based curriculum.
- Simulate a problem-based lesson.
- Redesign a standards-based unit of study to include critical, creative, and problem-solving thinking skills.

ASSIGNMENT 3.2

Select a lesson (or set of lessons) from the teachers’ guide. Redesign the lesson(s) to incorporate critical, creative and problem solving thinking skills. Write a reflection of the lesson responding to these questions:

1. Why are knowledge and skills of a subject a prerequisite to creative and/or critical expression?
2. What human and environmental factors affect creative and critical expression?
3. What is meant by the statement made by Csikszentmihalyi “Insights come to those who have thought long and hard about a given set of problematic issues.”
4. What is meant by the idea that creativity is a combination of playfulness and discipline?

Grade: 20 points

Due: Thursday, February 27, midnight

Unit 4

Week 7

Understanding the Nature of the Disciplines

INTRODUCTION

This unit stresses the importance of understanding the nature of the disciplines as defined by Schwab, Bruner, Renzulli (Multiple Menu), and other theoreticians as essential to understanding the body of knowledge within broadly described subject areas. The knowledge of the structure of a discipline provides a more sophisticated orientation to learn and apply the content, skills, tools, methodology, language, etc. relative to each discipline. The relationship of the study of the disciplinarian will be reinforced by Gardner's "The Disciplined Mind" and Sternberg's work regarding expertise.

Problems of Practice

- Teachers do not teach students the difference between broad subject areas such as social studies and the structure of the disciplines that comprise the subject areas.
- Students' knowledge of the disciplines aligns to gifted students' specific aptitudes and proclivities.
- Students' inability to understand the nature of the discipline disables them from making intra and interdisciplinary connections in order to access information more readily, and/or to retain it longer.

LEARNING OUTCOMES/OBJECTIVES

- Define the composition of "a discipline:" purpose, academic language, skills, methodology, and significant contributions.
- Recognize the meaning of "ology" and "ographies," related to the meaning of disciplinarians.
- Introduce specific disciplines and disciplines that are not traditionally taught to students such as philosophy and psychology.
- Apply the concept of "Thinking Like a Disciplinarian" to teaching/learning of content standards and regular or basic subject area curriculum.
- Relate Thinking Like a Disciplinarian to problem-based and project-based interdisciplinary learning.

READINGS & MATERIALS

Parallel Curriculum Model: pages 19-46

Systems and Models Chapter 14 – The Multiple Menu Model for Developing Differentiated Curriculum

Before Class Time, conduct an Internet search of disciplines noting specifically the evolution of new disciplines responsive to the current breath of knowledge and technology. Be prepared to share your findings.

Class Time

- During Class Time:
 - Introduce and discuss the implications of the works of Schwab, Bruner, Phenix, and Renzulli (Multiple Menu) to develop students' understanding of the importance and nature of the disciplines.
- Participate in demonstrations of Thinking Like a Disciplinarian in lessons using the following curriculum and pedagogical practices:
 - Problem-based learning
 - Role playing
 - Group Investigation
 - Advance Organizer
- Demonstrate the differences between intradisciplinary, interdisciplinary, and integrated curriculum designs and purposes.

ASSIGNMENT 4.2

Select one of the following curriculum and/or pedagogical practices. Review the templates for each of the following pedagogical practices.

- Problem-based curriculum
- Role playing
- Group Investigation
- Advance Organizer

Complete the template of the pedagogical practice to design a lesson that includes *Thinking Like a Disciplinarian*. If possible, implement the lesson with students. Explain in a brief 2-3 page paper why and how the inclusion of *Thinking Like a Disciplinarian* facilitates more in-depth understanding of the content focus. Reference evidence from the lesson to support your point of view. Ask students to anonymously reflect and provide feedback on the lesson and include student voice.

Grade: 30 points

Due: Thursday, March 1, midnight

Unit 5

Weeks 8-9

8 Approaches: A Unit of Study Approach to Differentiated Curriculum

INTRODUCTION

This unit illustrates the multiple ways by which gifted and high ability students can be introduced to the most contemporary issues and experiences that define differentiated curriculum. It also illustrates the meaning of a comprehensive differentiated unit of study.

Problems of Practice

- Teachers do not clearly understand the meaning of enrichment and often perceive this concept to be “fun and games” rather than serious engagement in sophisticated content acquisition.
- Gifted and high ability students have not been provided with the opportunities that really excite their curiosity and expand the curriculum to match their potential.

LEARNING OUTCOMES/OBJECTIVES

- Introduce the various layers composing the differentiated curriculum: standards, Depth/Complexity, Think Like a Disciplinarian, Classics, Current Events, Technology, Independent Study, and Learning-to-Learn.
- Design an 8 approaches to Curriculum unit of study to meet grade level content standards.

READINGS & MATERIALS

Systems & Models – Chapter 6: The Integrative Education Model

Class Time

- Examine an “8 approaches to Differentiated Curriculum” unit of study to determine purpose, elements, responsiveness to characteristics of giftedness, cultural relevance and relationship to academic standards and expectations for the gifted.
- Focus on the teaching of Classics, Current Events, and Technology as integral features of a differentiated curriculum.
- View and analyze a video segment of the implementation of the 8 Approaches to curriculum approach to design a differentiated curriculum.

ASSIGNMENT 5.2

Develop an 8 Approaches to Curriculum Unit of Study. Use the Unit of Study template in the ToolBox to design and manipulate the curriculum. Share the completed curriculum with colleagues.

Grade: 40 points

Due: Sunday, March 11, midnight

Unit 6 Week 10

Advanced Reading Strategies

INTRODUCTION

Recognizing that the teaching and implementation of reading is critical to all students, this unit emphasizes reading strategies related to the reading methods that voracious and sophisticated readers utilize in order to satisfy their personal and academic needs. Many of these Advanced Reading Strategies parallel the expectations for literacy outlined in both the Common Core Standards and 21st Century Skills.

Problems of Practice

- Teachers have not been introduced to the range of reading strategies that are considered to be sophisticated and transcend basic reading strategies.
- Students often are inhibited by the lack of opportunity to read “beyond the text,” and to learn strategies that exceed the norm of expectations for “grade level” readers.

LEARNING OUTCOMES/OBJECTIVES

- Develop the understanding and competencies to teach the following Advanced Reading Strategies:
 - Reading Side-by-Side (fiction and non-fiction simultaneously as an example).
 - Pop-Up reading
 - Circle around the genre (reading around the genre related to one subject)
 - Define the self (reading to understand “who I am”).
 - Problem Solving Reading
 - Reading to persuade (gathering evidence in order to substantiate an argument)

READINGS & MATERIALS

Systems and Models – Chapter 13: The Schoolwide Enrichment Model: A Focus on Student Strengths & Interests

Reis, S. SEMR -- <http://www.gifted.uconn.edu/SEMR/>

Class Time

- Participate as a “student reader” during the demonstration of various Advanced Reading strategies. Discuss how and why the Advanced Reading strategies evoked particular academic and affective responses.
- Demonstrate the use of SEM-R reading strategies by S. Reis.
- Redesign a standards-based textbook reading assignment to incorporate a selection of Advanced Reading strategies. Discuss why the modifications are important to the development of reading and are responsive to the nature and needs of gifted students.

ASSIGNMENT 6.2

Integrate a set of *advanced reading strategies* into a elementary and or secondary core curriculum assignment. Prepare a pre/post assessment to determine the academic outcomes derived from the implementation of the reading strategies.

Grade: 15 points

Due: Thursday, March 29, midnight

Unit 7

Weeks 11-12

Differentiated Pedagogy

INTRODUCTION

This unit introduces sophisticated pedagogical practices that represent the means to access and comprehend subject matter and master thinking and research skills. In addition, this unit reinforces the concept by Joyce (2010) that “using a model of teaching for students to learn is helping the students understand how to learn-to-learn.”

Problems of Practice

- Teachers have a limited repertoire of pedagogical practice.
- Teachers have not been taught the difference between instructional strategies and pedagogical models.
- Differentiated curriculum is dependent on differentiating instruction.
- Gifted and high-ability students need to be able to develop an understanding of learning how to learn so that they can be independent and autonomous learners – a goal inherent in the purposes underlying gifted education.

LEARNING OUTCOMES/OBJECTIVES

- Recognize the theoretical and pragmatic factors that distinguish differentiated curriculum from differentiated pedagogy or instruction.
- Comprehend differences between teacher and student directed instruction.
- Distinguish an instructional strategy from a pedagogical model.
- Define the pedagogical practices aligned to teaching differentiated curriculum that encourage student-directed and open-ended learning opportunities: project-based learning, inquiry, independent study, deductive, and inductive reasoning (Taba, Ausabel, Dewey/Thelan).
- Reinforce the use of learning centers as a means of providing student-centered learning experiences.

READINGS & MATERIALS

Systems & Models – Chapter 22: Differentiation: Making Curriculum Work for All Students Through Responsive Planning and Instruction

Class Time

- Demonstrate the same lesson taught using two different pedagogical practices or models. Assess the advantages and disadvantages of each lesson to meet the goals of a differentiated curriculum and to be responsive to gifted students diverse needs, abilities, and interests. Discuss and illustrate the procedural knowledge related to each

pedagogical practice or model of teaching: Direct Instruction, Group Investigation, Concept Attainment, Concept Formation, Role Playing, and Simulation. Match differentiated objectives to pedagogical practices.

- Assess differentiated lessons to be implemented using different pedagogical practices. Use the rubric to determine the means by which pedagogical practices enhance or diffuse the curriculum objectives of the lessons for gifted students.
- Demonstrate the dimensions of an “Intellectual Classroom” environment and models depicting this type of classroom.

ASSIGNMENT 7.2

Use the same lesson objective to design two different pedagogical practices (Direct Instruction and inquiry OR deductive and inductive inquiry). If possible, implement the lesson and assume that the students are educational consumers to survey them to determine why one pedagogical practice has more relevance than another for students. Write a brief summary to describe the responses. Consider these variables in the questionnaire or interview: challenge, interest, time, curiosity, purpose, and transfer. If the lesson is not going to be implemented with school-age students, implement the lesson with a group of colleagues using the questionnaire to provide the needed information.

Grade: 20 points

Due: Thursday, April 12, midnight

Unit 8

Weeks 13-14

Learning-to-Learn

INTRODUCTION

This unit emphasizes the psychological, social, academic factors, and strategies to teach students how to become independent learners. It stresses the curriculum and pedagogical practices that promote self-directed learning. Issues related to classroom climate and environment, peer relationships, and the meaning of “applying ones’ potential” will be discussed. The retrospective analysis of experts who have become self-directed will be explored as models for both teachers and students.

Problems of Practice

- Teachers have not had sufficient experiences with helping students become independent learners.
- Teachers believe that helping students learn-to-learn and/or become independent learners might lead to a “loss of control” of the students and create classroom management issues.
- Gifted and high-ability students have often relinquished their interest and ability to become independent learners by the time they have been in school for several years.

LEARNING OUTCOMES/OBJECTIVES

- Introduce the social and emotional issues related to facilitating students’ development of self-regulatory, self-directedness, and self-efficacy.
- Introduce the patterns for Independent Study proposed by Renzulli (The Triad Model, 1976) and Kaplan.
- Define specific research skills that promote learn-to-learn.

READINGS & MATERIALS

Systems & Models – Chapter 3: The Autonomous Learner Model for the Gifted & Talented

Parallel Curriculum Model – pages 67-82

Class Time

- Analyze the parameters of Independent Study from a variety of models and their relationship to acquiring research skills and methodologies.
- Discuss the research from the Javits Department of Education “Models of Teaching” grant and the implications concerning learning-to-learn.
- Study the learning-to-learn strips developed for students from the Javits grant to determine their utilization in a classroom. Demonstrate how these learning-to-learn strips reinforce self-directedness and problem solving when students are confronted by learning something independently and outside the classroom setting.

ASSIGNMENT 8.2

Design an Independent Study for gifted and non-gifted students using the template in the ToolBox. If possible, implement the Independent Study with learners. Relate the effects of an Independent Study to both types of learners. Describe in a brief 2 page summary, how Independent Study can be an integral feature of regular classroom teaching and learning.

Grade: 20 points

Due: Thursday, April 26, midnight

Unit 9

Week 15

Relationship of Products and Productivity to Realizing Potential and Assessment

INTRODUCTION

This unit stresses the importance of products that are authentic to the discipline. It attempts to redirect interest in product development as an academic endeavor aligned to the nature of the discipline as well as the proclivities and interests of the gifted learner. In addition, it introduces the relevance of particular products that engage students in competencies needed for more advanced learning: writing a report, critiquing, debating, teaching a lesson, giving a lecture, etc.

Problems of Practice

- Teachers often believe that the product is the reward for learning rather than an integral feature of learning.
- Students need to understand that products are representations of both the learning that has taken place and an expression of the voice of the learner.

LEARNING OUTCOMES/OBJECTIVES

- Determine the efficacy of the intellectual purposes and demands of products and product production.
- Discuss the role of products and their relationship to responding to and developing the needs, interests, and abilities of individual and groups of gifted and high-ability students.

READINGS & MATERIALS

Parallel Curriculum Model – pages 83-106

Class Time

- Match the goals of gifted education to the needs of gifted students and to product development as an extension of differentiated curriculum and pedagogy.
- Discuss the nature and development of productivity from the slides on the PowerPoint.
- Discuss the various forms of assessment (formal/informal; formative/summative) that deliberately shape and reflect the “work” representative of gifted students and the learning experiences they encounter.
- Share examples of gifted and non-gifted students products and relate these to the expectations of a gifted program’s differentiated curriculum.

ASSIGNMENT 9.2

Conduct a discussion with gifted students or adults who had been identified as gifted about how to select and align a product with what they have accomplished in a learning experience. Discuss in a brief (1-2 page paper) the relationship between facilitating the aptitudes and interests of gifted students’ authentic selection of productivity and defining the consequences of production to ones giftedness and self-efficacy.

Grade: 20 points

Due: Friday, May 4, midnight